



COLLEGE OF
EDUCATION

Student Handbook

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THE COLLEGE OF EDUCATION

About the College

The College of Education at the University of Maryland provides research– and practice–oriented programs across a wide spectrum of education issues. Through its departments of Counseling, Higher Education and Special Education; Human Development and Quantitative Methodology; and Teaching and Learning, Policy and Leadership, the College's highly–regarded faculty, staff, students and alumni are committed to equity and social justice.

College programs prepare students to be educators, counselors, psychologists, administrators, researchers and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities.

The overall mission of the undergraduate Teacher Education Program is to prepare teachers who are reflective practitioners. Such teachers are able to engage in disciplined inquiry and critical interpretation in order to meet the varied classroom demands that result from our pluralistic society. Our programs provide a solid foundation in the liberal arts followed by supporting academic and pre-professional coursework. In the Junior and Senior years, students enroll in the teacher education courses which provide intensive field-based experiences designed to increase the integration of knowledge and engagement in reflective practice.

The College of Education is organized into three departments, all of which offer undergraduate majors in teacher education:

- (1) The **Department of Teaching and Learning, Policy and Leadership**, located in Room 2311 Benjamin, offers programs in Elementary, Middle School Math and Science, and Secondary Education. The secondary education programs include Art (Pre-K – 12), English, World Language (Pre-K – 12), Mathematics, Science and Social Studies.
- (2) The **Department of Human Development and Quantitative Measurement**, located in Room 3304 Benjamin, offers a program in Early Childhood-Early Childhood Special Education, as well as the Human Development major (not a teacher certification program).
- (3) The **Department of Counseling, Higher Education and Special Education**, located in 3115 Benjamin, offers a program in Special Education.

NOTE:

- Programs in [Physical Education \(MCERT\)](#) only) are housed in the School of Public Health. For information call Physical Education at 301-405-2438; or email Dr. Cara Grant (cgrant75@umd.edu).
- Programs in [Music Education](#) are housed in the College of Arts and Humanities. For program information connect with Stephanie Prichard (301-405-5508; sfp@umd.edu).

About this Handbook

The College of Education Undergraduate Handbook has been created by the Office of Student Services as the main guide for all undergraduate students in the College. Students are responsible for knowing the information in this handbook, as well as the information that is contained in the Schedule of Classes, Undergraduate Catalog, and College handouts. If you have any questions or are in need of any clarification on the information contained in this handbook, please see your academic advisor in the Office of Student Services.

ACCREDITATION

State Accreditation

The College of Education's Teacher Education programs are accredited by the Office of Certification and Accreditation of the Maryland State Department of Education. Upon successful completion of a teacher education degree, students are eligible for teacher certification, but must still apply through the Maryland State Department of Education. A typical application process will require students to submit:

Official transcripts with degree posted

Application

Scores for a Test of Basic Skills (Praxis Core, ACT, SAT, GRE)

For more detailed information on the teacher certification process, you may visit the Maryland State Department of Education at <http://marylandpublicschools.org/about/Pages/DEE/Certification/apply/Overview.aspx>

National Accreditation*

The Teacher Education programs at the College of Education are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). In addition, as a signatory with the NASDTEC Interstate Agreement, the Maryland State Department of Education has reciprocity agreements with the following states:

- | | |
|-------------------------|--------------------|
| 1. Alabama | 25. Michigan |
| 2. Alaska | 26. Minnesota |
| 3. Arizona | 27. Mississippi |
| 4. Arkansas | 28. Missouri |
| 5. California | 29. Montana |
| 6. Colorado | 30. Nebraska |
| 7. Connecticut | 31. Nevada |
| 8. Delaware | 32. New Hampshire |
| 9. District of Columbia | 33. New Jersey |
| 10. DODEA** | 34. North Carolina |
| 11. Florida | 35. North Dakota |
| 12. Georgia | 36. Ohio |
| 13. Guam | 37. Oklahoma |
| 14. Hawaii | 38. Oregon |
| 15. Idaho | 39. Pennsylvania |
| 16. Illinois | 40. Rhode Island |
| 17. Indiana | 41. South Carolina |
| 18. Iowa | 42. Tennessee |
| 19. Kansas | 43. Texas |
| 20. Kentucky | 44. Utah |
| 21. Louisiana | 45. Vermont |
| 22. Maine | 46. Virginia |
| 23. Maryland | 47. Washington |
| 24. Massachusetts | 48. West Virginia |
| | 49. Wisconsin |
| | 50. Wyoming |

***Please note that our national accreditation is subject to change at any time**

****Department of Defense Education Activity**

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Several of these states require prospective teachers to meet additional ancillary requirements (additional teacher candidate assessments and/or courses, higher GPA requirement, etc.) in order to be fully certified. In many cases, the incoming teachers are issued an initial certificate, which enables them to begin teaching, and they are given a specific time line for fulfilling any remaining teacher certification requirements. As graduation nears, students are encouraged to contact the state's Office of Teacher Certification to get updated information on teacher certification.

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VISION AND MISSION

Vision: “As a visible leader and go-to source for research and evidence-based innovations in education and human development, the University of Maryland, College of Education will fearlessly lead efforts to transform educational contexts and learning experiences. Our work will expand access to high quality educational opportunities that empower individuals to reach their goals and contribute to the broader civic, democratic and economic goals of society” (COE Strategic Plan, p. 4).

Mission: “The Mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development and share that knowledge to improve lives in Maryland and throughout the broader national and international community. We prepare students to be the next generation of scholars, educators, and transformative leaders” (COE Strategic Plan, p. 4).

Foundational Competencies (FC)/Model Code of Ethics for Educators (MCEE)

The College of Education has an agreed-upon set of Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE) that we expect of all candidates in educator preparation programs. Most of these are expected to be well-developed by individuals as they apply to our programs, although it is also expected that some of these abilities will continue to develop and be refined as a consequence of program-based courses and experiences.

These competencies are grouped into five principles:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology and Social Media

For more information please visit: <https://education.umd.edu/student-resources/student-services/undergraduate-studies-student-services/undergraduate-forms-and>

To complete the FC/MCEE Self-Assessment, please visit go.umd.edu/FCMCEE

COLLEGE OF EDUCATION MAJORS

Early Childhood Education and Early Childhood Special Education Dual Certification Program:

Degree: B.S. – Coordinator: Dr. Christy Tirrell-Corbin – Phone: 301-405-5612 – Location: 1117 Benjamin

The Early Childhood Education & Early Childhood Special Education program offers a Bachelor of Science degree for students seeking certification to teach Birth - Grade 3. This program is designed for students interested in teaching young children with and without disabilities. The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research, and pedagogy to respectfully and responsively teach and affect the lives of children.

Elementary Education:

Degree: B.S. – Co- Coordinators: Tracy Dunheimer – Phone: 301-405-3117- Location: 2311 Benjamin and Karen Rehder – 301-405-5605 – Location: 1207 Benjamin Building

The Elementary Education program offers a Bachelor of Science degree for students seeking certification to teach Grades 1- 6. Since elementary teachers are considered generalists, content courses consist of science, math, music and arts. Students must also complete a 15-credit area of emphasis.

Human Development

Degree: B.S. – Coordinator: Dr. Jennie Lee-Kim – Phone: 301-405-7714 - Location: Benjamin 3304

The Human Development major is a non-teacher education preparation degree designed to support student learning about the mechanisms of growth and change across the lifespan. Students pursuing this degree will explore the biological, social, emotional and cognitive process of learning and development across the lifespan through areas of focus in developmental science, educational psychology and statistical methodology.

Middle School Math and Science Dual Certification Program:

Degree: B.S. – Coordinator: Dr. Daniel Levin – Phone: 301-405-3324 – Location: 2311 Benjamin

The Middle School Math and Science program offers a Bachelor of Science degree for students seeking certification to teach math and science in grades 4-9. This dual certification program prepares reflective practitioners, skilled in inquiry, with the knowledge of content, pedagogy and student learning necessary for teaching middle school mathematics and science.

Special Education:

Degree: B.S. – Coordinator: Dr. Dawn Martin – Phone: 301-405-0027 – Location: 1204A Benjamin

The Special Education program offers a Bachelor of Science degree in and includes three phases of preparation: (1) liberal arts foundation; (2) professional foundation; and (3) professional concentration. This program leads to certification in Elementary/Middle Special Education and Severe Disability. The Special Education program offers a two-track degree option leading to two different certification areas:

- Track I: Severe Disabilities
 - Certification Area:
 - Elementary/Middle General Special Education; Grades 1-8
 - Severe Disabilities Certification; Birth-21 Years
- Track II: Inclusive Education
 - Certification Area (Dual Certification Option)
 - Elementary/Middle General Special Education; Grades 1-8
 - General Elementary Education; Grades 1-6
 - No Severe Disabilities Endorsement

Terrapin Teacher*:

Degree: B.S. - Coordinator: Dr. Anisha Campbell - Phone: 301-405-0094 - Location: 1104 Toll Physics Building

This program is a collaboration with the College of Computer, Mathematical, and Natural Sciences (CMNS). It is designed for students to earn degrees in their content areas (e.g. mathematics, physics, geology, chemistry, biology) along with teacher certification in four years. Students have early field placements along with education courses in pedagogy and research-based teaching strategies. *This program leads to certification in Grades 7-12.*

www.tt.umd.edu

Mathematics Education*:

Degree: B.S. – Coordinator: Dr. Farhaana Nyamekye-Frazier; – Phone: 301-405-3324– Location: 2226F Benjamin

The Math Education program offers a Bachelor of Science degree for students seeking certification to teach Grades 7-12. Content area courses include a sequential progression of math courses and a sequence of science courses.

Double Major: Math – Location: 1115 Mathematics Building – Phone: 301-405-4362

Science Education*:

Degree: B.S. Program – Coordinator: Dr. Dan Levin – Phone: 301-405-3324 – Location: 2311 Benjamin

The Science Education program offers a Bachelor of Science degree for students seeking certification to teach Grades 7-12 in Biology, Chemistry, Physics, Geology, Agricultural Science, or Computer Science. All of the science education programs stress depth and breadth in science preparation by requiring a base of introductory science courses followed by work in one or more specialties.

Double Major: Biology – Location: 1302 Symons Hall – Phone 301-405-2080

Double Major: Chemistry – Location: 2102 Chemistry Building – Phone: 301-405-1791

Double Major: Physics – Location: 1120 Physics Building – Phone: 301-405-3401

Double Major: Geology – Location: 1120 Geology Building – Phone 301-405-4082

Double Major: Agricultural Sciences – contact Dr. Melissa Leiden Welsh (drmwelsh@umd.edu)

Double Major: Computer Science – contact Dr. Anisha Campbell (amcamp10@umd.edu)

***Effective Fall 2014, undergraduate Math and Science Education majors are part of the Terrapin Teachers Program.**

Art Education:

Degree: B.A. – Coordinator: Dr. Margaret Walker – Phone: 301-405-4477 – Location: 2219 Benjamin

The Art Education program offers a Bachelor of Arts degree for students seeking certification to teach in Grades PreK-12. The program includes pre-professional classes in art, which provide the students with the content that they will need in order to teach art.

Double Major: Art Studio – Location: 1-E Art/Sociology Building – Phone: 301-405-1445

English Education:

Degree: B.A. – Coordinator: Dr. Wayne Slater – Phone: 301-405-3128 – Location: 2304G Benjamin

The English Education program offers a Bachelor of Arts degree for students seeking certification to teach Grades 7-12. The English Education program includes a variety of courses that are designed to provide students with the content they will need to teach English -- including speech, literature, linguistics, and grammar.

Double major: English Language & Literature – Location: 2119 Tawes Hall – Phone: 301-405-3809

World Language:

Degree: B.A. – Coordinator: Dr. Alejandro Pérez Belda – Phone: 301-405-3324 – Location: 2311 Benjamin

The World Language program offers a Bachelor of Arts degree for students seeking certification to teach Grades PreK-12 in Spanish, French, Russian, German, Italian, Chinese and Latin. Content courses include at least six hours of intermediate level coursework in the primary foreign language and advanced language courses including grammar and composition, literature, and advanced conversation.

Double Major: Spanish – Location: 2215 Jimenez Hall – Phone: 301-405-6411

Double Major: French/Italian – Location: 3106 Jimenez Hall – Phone: 301-405-4024

Double Major: Latin – Location: 1210 Marie Mount Hall – Phone: 301-405-2013

Double Major: Russian – Location: 2106E Jimenez Hall – Phone: 301-405-0185

Double Major: German – Location: 3224 Jimenez Hall – Phone: 301-405-4096

Double Major: Chinese – Location: 4223 Jimenez Hall-Phone: 301-405-0411

Social Studies Education:

Degree: BS/BA – Coordinator: Alison Jovanovic – Phone 301-405-3324 – Location: 2105 Benjamin

The Social Studies program offers a Bachelor of Arts for students seeking certification to teach Grades 7-12. There are three options in social studies education: History, Geography, or Government. Content courses include an array of social science courses across the curriculum and upper-level electives in a specified area of study.

Double Major: History – Location: 2115 Francis Scott Key – Phone: 301-405-4265

Double Major: Government & Politics – Location: 3140 Tydings Hall – Phone: 301-405-4156

Double Major: Geography – Location: 2108 LeFrak Hall – Phone: 301-405-4073

Articulated Double Majors: The College of Education has established articulated double majors with the subject area departments for the following programs: English Education and English; World Language Education and Spanish; World Language Education and French; World Language Education and German; World Language Education and Latin; World Language Education and Russian; World Language Education and Italian; World Language Education and Chinese; Mathematics Education* and Mathematics; Science Education* and Biology; Science Education* and Physics; Science Education* and Geology; Science Education* and Chemistry; Science Education* and Agricultural Science and Technology; Science Education* and Computer Science; Social Studies Education and History; Social Studies Education and Geography; and Social Studies Education and Government and Politics.

Students in one of these programs must be advised every semester by both departments.

*Terrapin Teacher

Five Year Integrated Master's with Certification Program: There are three pathways to certification in Secondary and pre-K-12 education at the University of Maryland- Undergraduate, IMCP, and MCERT. Students should talk with their academic advisor to gain a full understanding of the program options so they can establish which option is the best fit, academically, fiscally, and personally.

For Program Sheets and Sample Academic Plans, please visit the following link:

http://www.education.umd.edu/studentinfo/undergraduate_info/ugprogramrequire.html

WHO IS YOUR ADVISOR?

All Academic Advising occurs in the Office of Student Services:

1204 Benjamin Building
301 – 405 – 2364
Ed-advising@umd.edu

Early Childhood- Early Childhood Special Education Majors

Advisor: Julia Hillbrand, jhillbra@umd.edu

Elementary Education Majors

Advisor: Christie De Leon, cdeleon2@umd.edu

Middle School Math and Science Majors

Advisor: Brittani Berri, bberry12@umd.edu

Secondary Education Majors: Art, English, Social Studies, World Language

Advisor: Brittani Berri, bberry12@umd.edu

**Secondary Education majors must also meet with an advisor in their content area major.*

Secondary Education Majors: Terrapin Teachers (Math and Science)

Advisor: Brittani Berri, bberry12@umd.edu

**Secondary Education majors must also meet with an advisor in their content area major.*

Special Education Majors

Advisor: Christie De Leon, cdeleon2@umd.edu

Five Year Integrated Master's Certification Program (IMCP)

Advisors: Jessica Chew, jmoats@umd.edu

Brittani Berri, bberry12@umd.edu

Secondary Education Minors

Advisor: Jessica Chew, educminors@umd.edu

Minor in Second Language Education

Advisor: Jessica Chew, educminors@umd.edu

Human Development Major & Minor

Advisor: Julia Hillbrand, jhillbra@umd.edu / coehdmajor@umd.edu / educminors@umd.edu

Student Athletes

Advisors:

Teacher Education - Janis Cornell-DeMoss, jcdemoss@umd.edu

Human Development - Jessica Chew, jmoats@umd.edu

Students in Academic Difficulty

Advisors:

Teacher Education - Janis Cornell-DeMoss, jcdemoss@umd.edu

Human Development - Jessica Chew, jmoats@umd.edu

Prospective Students

Advisors: ed-advising@umd.edu

Jessica Chew, Christie De Leon, Brittani Berry, Julia Hillbrand

Initial Advising for A.A.T. Transfers (Associate of Arts in Teaching)

Advisors: Julia Hillbrand, jhillbra@umd.edu
(*Early Childhood/Early Childhood Special Education and Human Development*)

Christie De Leon, cdeleon2@umd.edu
(*Elementary Education and Special Education*)

Brittani Berri, bberry12@umd.edu
(*Secondary Education, Middle School Math and Science*)

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COLLEGE OF EDUCATION ADVISING GUIDELINES

Students in the College of Education are required to meet with an advisor every semester. This ensures that students are taking the correct courses and are on track to successfully complete their program. Students will be issued a registration appointment by the University, which indicates the date and time they can begin registering for courses for the following semester: the date and time for registration will vary depending on the total number of credit hours the student has earned (including transfer coursework).

Advising for students in the College of Education is mandatory. Students in Human Development and Pre-Education majors will have an advising block on their registration each semester. Students should schedule an appointment with their advisor about 1-2 weeks prior to their registration date (available on Testudo). After registration, if students make any major changes to their schedule, they should contact their advisor to inform them of this change.

Advising Tips

- “Double count” where you can – take courses that count for both General Education and your major.
- Keep your schedule balanced:
 - Balance courses in which you have a strong interest with those of lesser interest.
 - Balance courses based on the type of work required (i.e. reading, writing, practical applications).
 - Balance your course schedule throughout the day and the week.
- Preparation - make sure that you have the background knowledge (prerequisites) to do well in the course.
- Consider the course level - typically, first- and second-year students take 100-200 level courses; third- and fourth-year students take 300-400 level courses.
- Make note of “Fall-only” and “Spring-only” courses when constructing your 4-year plan.
- Be prepared with alternatives - if the class or section you want is full, have a back-up plan.
- Be flexible – you may not get certain courses or sections you want.
- Secondary Education majors must meet with an advisor in their specific subject matter before registering for classes.

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HUMAN DEVELOPMENT

Students in the Human Development major must complete at least 45 credits of approved course work. The curriculum consists of 46 credits organized into the following categories:

- PSYC 100 (Recommended; 3 credits)
- 9 credits of introductory/gateway courses
- 6 credits of statistics and methods courses
- 9 credits of core Human Development courses at the 400 level
- 12 credits of restricted [Human Development] electives

- 7 credits of a pro-seminar and internship/field experience



PROFESSIONAL EDUCATION PROGRAM ADMISSIONS

Students in the pre-professional Education majors must apply to their respective professional teacher education program. The application process for the professional programs will vary depending on the Education major. Students must be fully admitted to their professional education program upon completion of 60 credits. Transfer students that matriculate at the University with advanced credit (e.g., 60 credits or more) will be given two semesters to meet these requirements.

Elementary, Middle School Math and Science, Early Childhood & Early Childhood Special Education & Elementary Special Education Programs

Academic Requirements

- Completion of a minimum of 45 credits
- Cumulative UMD GPA of 2.75 or higher
- Completion of lower-level Fundamental English/Academic Writing requirement with a “C-” or higher.
- Completion of lower-level Fundamental Math requirement with a “C-” or higher.
- State of Maryland passing scores on an approved Test of Basic Skills (see Standardized Test Requirements section below for more details)

Gateway Courses

- Satisfactory completion of TLPL 251 (Elementary and Middle School) or EDHD 220 (Early Childhood) with a ‘B-’ or better.
- Satisfactory completion of the following courses with a 2.70 GPA:
 - MATH 212 – Elements of Mathematics
 - MATH 213 – Elements of Geometry (STAT100 for Elementary Special Education)
 - 4-Credit Physical Science with Lab course
 - 4-Credit Biological Science with Lab course

Experiential Requirements

- Prior experience in the education field with youth in the age range you intend to teach
- A written goal statement
- Two Letters of recommendation (*one must be from a faculty in your content area major, one from a previous/current employer or supervisor who has seen you work with students in the age range and content you plan to teach*)
- Satisfactory rating on the College of Education Foundational Competencies/Model Code of Ethics
- Submission of the College of Education Foundational Competencies/Model Code of Ethics and Criminal History Disclosure Form
- Interview

Secondary Education Programs (Pre-K - 12 and 7 - 12)

Academic Requirements

- Completion of a minimum of 45 credits
- Cumulative UMD GPA of 2.75 or higher (If IMCP, Cumulative UMD GPA of 3.0 or higher)
- Completion of lower-level Fundamental English/Academic Writing requirement with a “C-” or better
- Completion of lower-level Fundamental Math requirement with a “C-” or better
- State of Maryland passing scores on an approved Test of Basic Skills (see Standardized Test Requirements section below for more details).

Gateway Courses

- Satisfactory completion of Methods I with a ‘B-’ or better
- 9 credits of content coursework with 2.70
- C- or higher in all content course work

Experiential Requirements

- Prior experience in the education field with youth in the age range you intend to teach
- A written goal statement
- Two letters of recommendation (*one must be from a faculty in your content area major, one from a previous/current employer or supervisor who has seen you work with students in the age range and content you plan to teach*)
- Submission of the College of Education Foundational Competencies/Model Code of Ethics and Criminal History Disclosure Form
- Interview

NOTE: Students may apply for admission to the Teacher Education Program only once. Meeting the minimum requirements does not guarantee admission to the Professional Teacher Education program. Admission to the professional program is competitive.

WHAT IF I AM NOT ACCEPTED INTO THE COLLEGE OF EDUCATION?

An appeals process has been established for those students who are denied admission that believe special personal circumstances should be considered.

1. The student must complete an “Exception to Policy” form outlining his/her request, specifically delineating the student’s reasons for appeal and any special circumstances which merit consideration.
2. Appeals are submitted to the Office of Student Services, which then forwards them to the academic department for review. A faculty committee within the department considers individual appeals and informs the student of the departmental decision in writing.
3. Students wishing to appeal the departmental decision may petition to the Executive Director for Teacher Education. Again, students complete an “Exception to Policy” form, which is turned in to Student Services. The appeal is then forwarded to the Associate Dean and the College of Education Admissions Committee for review. This committee informs the student of their decision in writing.

NOTE: The following materials should be included with admission appeals:

1. Copy of unofficial transcript
2. Copy of Test of Basic Skills scores
3. Statements of faculty support, particularly faculty in the College of Education (if available)
4. Evidence of work and/or achievement at the Learning Assistance Service (if available)

Consider that the way students present their case may significantly affect the reviewer’s decision, so it is in your best interest to ensure your appeal is well-written.



STANDARDIZED TEST REQUIREMENTS

As part of successful completion of all College of Education teacher preparation programs and in order to be eligible for teacher certification in the State of Maryland, students must pass a set of required standardized tests: (1) A test of Basic Skills and (2) Praxis II: Subject Assessments.

Basic Skills Test: Praxis Core Academic Skills for Educators/SAT/ACT/GRE

All students must demonstrate mastery of basic skills. The following tests are approved for use for admission to the College of Education: Praxis Core Academic Skills for Educators, SAT, ACT or GRE.

In addition to meeting the Basic Skills requirement by passing the tests listed above, students have the option of earning and maintaining a minimum 3.0 cumulative GPA throughout the undergraduate degree. Please contact an advisor to discuss the Basic Skills requirement.

For more information about the Praxis CORE exams or to register for these tests, students should contact ETS at ets.org/praxis. Students can also use this website for information and resources on how to prepare for the exam.

Praxis II: Content Area Assessments

The Content Area assessments vary for each area of certification, based upon your major and the age/grade level of certification you are seeking. Successful completion of Praxis II is required for continuation into Phase II of the student teaching internship and in having your degree conferred (for undergraduate students).

For more information on the Praxis II testing requirements for your content area for the State of Maryland, please visit http://marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis2.aspx

EDUCATION ABROAD INFORMATION

Education Abroad Office

301-314-7746 – educationabroad@umd.edu

The University of Maryland and the College of Education encourage students to study abroad. **Given the scheduling and sequencing requirements associated with the professional education coursework, students are advised to explore education abroad opportunities early in their college career (i.e., Freshman or Sophomore years) or consider studying abroad during a summer or winter term.**

If you are thinking about studying abroad, please consult with your Academic Advisor, so that they can help you plan accordingly. There are a number of steps to follow as you search for a study abroad program that matches your interests. These steps must be followed in the order listed below:

- 1. Join Education Abroad for Study Abroad 101**
- 2. Explore Possible Programs** - Students have opportunities to study overseas (a) with a University of Maryland program, (b) with another US university study abroad program, or (c) enroll directly in a foreign university. For additional information about these options, consult the UMD Education Abroad website for more information at: globalmaryland.umd.edu/offices/education-abroad
- 3. Update your passport**
- 4. Consider your finances**
- 5. Meet with an Education Abroad Advisor** - Education Abroad Advisors will assist you in identifying the most suitable program for your needs and interests. They will also explain what you will need to do to receive transfer credit for your semester abroad.
- 6. Meet with your Academic Advisor** - You should plan to meet with your Academic Advisor soon after you decide to go abroad to determine how study abroad can fit into your four year plan. It is best to do this after meeting with your EA advisor so you have an idea of the types of credits and requirements you may be able to fulfill abroad.
- 7. Complete online application** - After you have discussed your plans with Education Abroad AND Academic Advisors, you apply to the program(s) of your choice.

Once you decide on a program, you must apply through the EA online application portal, MyEA. Maryland semester (Maryland-in), Maryland Short-term, Exchange, and Freshmen Abroad applications are completed entirely through MyEA but to attend an Affiliate Program or Other Approved Program, you must complete a MyEA approval application as well as an application to the program provider.

- 8. Commit to a program**

9. Complete study abroad course pre-approval

Study abroad course pre-approval (SACA) is the formal process by which you share your ideal courses and alternates with your academic advisors to see if and how they will count towards your degree, major(s), and minor(s). After you commit to a program, your EA advisor will contact you with instructions for how to complete your SACA.

10. Complete pre-departure materials and attend orientation

11. Get a Visa

12. Study Abroad

13. Return to College Park

Please contact the Education Abroad Office if you have additional questions.

*Adapted from Education Abroad advising materials, Education Abroad Office, University of Maryland, College Park
globalmaryland.umd.edu/offices/education-abroad/getting-started



IMPORTANT POLICIES AND PROCEDURES

Complete catalog available at: <https://academiccatalog.umd.edu/undergraduate/>

ACADEMIC PERFORMANCE

Undergraduate academic performance is based on a student's grade point average (GPA). Students are required to achieve a 2.0 GPA to maintain satisfactory academic progress. A GPA under 2.0 is considered unsatisfactory performance. Students with a GPA under 2.0 will be placed on Academic Probation. See "How to compute GPA" below for an explanation of semester and cumulative GPA.

A minimum of 120 successfully completed course credits is required for graduation in any degree curriculum; however, individual colleges, schools, and departments may establish higher requirements for graduation. Check with your advisor for specific information. If you feel there are special circumstances that make it impossible for you to complete a normal course load, you must meet with an advisor to discuss the circumstances, plans for continued progress toward a degree, and the implications for continued enrollment.

Semester Academic Honors

Semester Academic Honors (Dean's List) will be awarded to students who complete, within any given semester (excluding winter and summer terms), 12 or more credits with a semester GPA of 3.5 or higher. This recognition will be noted on the student's academic record. Courses with grades of P and S are excluded from the twelve-credit determination.

Satisfactory Academic Performance

Satisfactory Academic Performance is the achievement of a cumulative GPA of 2.0 or above.

Academic Probation & Dismissal

Academic Probation: Students will be placed on academic probation if their cumulative GPA falls below 2.0. Normally, a student is expected to attain a 2.0 cumulative GPA at the end of any probationary semester. Students who fail to achieve a 2.0 cumulative GPA at the end of their probationary semester may be academically dismissed, depending on their credit level as detailed below.

1. Students who have earned 60 credits or more will be dismissed from the University in the event their cumulative GPA remains below 2.0 at the end of their probationary semester. Students who are on probation and attain a cumulative GPA of 2.0 at the end of a winter or summer term will not be subject to dismissal in the subsequent semester.
2. Students who are on academic probation and have earned fewer than 60 credits will be permitted to continue on academic probation if a minimum semester GPA of 2.0 is achieved in each semester of probation.
 - a. Full-time students must complete 9 or more credits in each semester. A completed credit is defined as credit for any course in which a student receives a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P, or S.
 - b. Students who meet this requirement will be permitted to continue on probation until the close of the semester (excluding winter and summer terms) in which they attain a cumulative GPA of 2.0.
 - c. Students who are on probation will be dismissed if they have not achieved a cumulative GPA of 2.0 at the end of the semester in which they complete 60 credits.
 - d. Students who are on probation and attain a cumulative GPA of 2.0 at the end of a winter or summer term will not be subject to dismissal in the subsequent semester.

Academic Probation Conditions: The Office of the Registrar will notify students when they are placed on academic probation. Such notices will include a requirement that the students consult an academic advisor in their colleges early in the probationary semester and in no event later than the beginning of the early registration period for the next semester. The Office of the Registrar will notify the colleges of students who are placed on academic probation and will note the academic probationary status on the students' academic record.

- a. Academic advisors will assist students in developing appropriate plans for achieving satisfactory academic performance.
- b. Students who are placed on probation will not be allowed to add or drop courses, or register without the approval of an academic advisor in their college.

If this is your first semester on probation, you need to reflect on your academic performance, study skills, personal priorities, etc., so that you can be more successful in your next semester. You may wish to consider enrolling in a University of Maryland winter term course if you think you may be able to successfully complete additional credits with solid grades.

Academic Dismissal:

1. Students who have earned 60 or more credits will be dismissed if their cumulative GPA remains below 2.0 for two consecutive semesters (excluding winter and summer terms) Students who attained a cumulative GPA of 2.0 in the preceding winter or summer term will not be subject to dismissal.
2. Students who have earned fewer than 60 credits will be dismissed following any probationary semester in which they fail to attain a minimum 2.0 semester GPA and complete the requisite credits detailed under 'Academic Probation.' Students who attained a cumulative GPA of 2.0 in the preceding winter or summer term will not be subject to dismissal.
3. Students who have been academically dismissed and who are reinstated will be academically dismissed again if a cumulative GPA of at least 2.0 is not achieved by the end of the first semester after reinstatement. Reinstated students will not be allowed to add or drop courses, or to register during any semester without the approval of an academic advisor in their college, unless a cumulative GPA of at least 2.0 is achieved.
4. The Office of the Registrar will notify the appropriate University offices when students are academically dismissed and will note the dismissal on the students' academic record.
5. The Office of Undergraduate Admissions will notify students in writing when they are dismissed. The notices will include a statement that registration for the next semester (excluding winter or summer terms) will be canceled.
6. Normally, a student dismissed for academic reasons must wait out one semester (fall or spring) before reinstatement. Exceptions will be determined by the Faculty Petition Board. Applications and information about the reinstatement process can be obtained from the Office of Undergraduate Admissions, which is responsible for administering the reinstatement process in coordination with the Faculty Review Board.

Dismissal of Delinquent Students: The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, or whose continuance in the university would be detrimental to their health, or the health of others, or whose conduct is not satisfactory to the authorities of the university. Additional information about the dismissal of delinquent students may be found in the Code of Student Conduct, Appendix C, in Chapter 10.

Attendance: The University expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly, consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. Please consult the undergraduate catalog for additional policies on absences.

Cancellation of Registration:

Students who register and later decide not to attend the University must cancel their registration with the Office

of the Registrar prior to the official first day of classes. Failure to cancel registration will result in a financial obligation to the University of Maryland even though a student does not attend class. The University reserves the right to cancel registration for students who fail to meet their financial obligations. Students should carefully consult the [Schedule of Classes](#) for refund deadlines.

Classification of Students: Official classifications of undergraduate students are based on earned credits as follows: freshman, 1-29 semester hours; sophomore, 30-59; junior, 60-89; and senior, 90 to at least 120.

Criminal History Disclosure: A criminal history disclosure is required for all students in the College who are entering a field placement (TLPL 251, EDHD 220, Methods I, and the Student Teaching internship; Professional Program Application), and at the time of application. Criminal History Disclosure Forms can be obtained through the student's department or in 1204 Benjamin. The disclosure form must be on file before the student begins any placement in the school. No student will be permitted to remain in a class with a required field component unless a Criminal History Disclosure Form is on file. (Source: College of Education policy).

- The Criminal History Disclosure form is only valid for one calendar year.

Benchmark Audits/Credit Reviews: These credit reviews and audits represent the first step in the process of evaluating a student's progress toward meeting the requirements for program completion and graduation. COE students are reviewed at key periods throughout their undergraduate careers at the University of Maryland.

These key periods are:

- Upon completion of their first semester
- Upon completion of the first academic year
- Upon completion of 45 credits
- If pursuing a Teaching Certification Pathway
 - Before application to the professional program for their undergraduate major
 - Prior to the start of their Year-Long Internship
- Prior to Graduation.

Double Degree: A student who wishes to receive two bachelor's degrees simultaneously must satisfactorily complete the regularly prescribed requirements of both degree programs and a minimum of 150 credits (*180 credits if one of the degrees is in Special Education*). At least 18 of the credits applied to one degree must be in course work not applied to the requirements of the other degree program. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved, as well as with the appropriate deans, formal programs showing the courses to be offered to meet the major, supporting area, college, and general education programs. If two colleges are involved in the double degree program, the student must designate which college will be responsible for the maintenance of records and certification of general education requirements. Final approval of a double degree program must be obtained from each of the appropriate departments and college(s).

Double Major: A student who wishes to complete a second major concurrently with his or her primary major of record must obtain written permission in advance from the appropriate departments or programs and colleges. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved and with the appropriate deans, formal programs showing the courses to be offered to meet requirements in each of the majors and supporting areas as well as those of the college and general education programs. Additional details on double majors may be found in the university catalog.

Fundamental Studies Requirement: Fundamental Studies courses help you strengthen the mathematical and writing skills you will need to communicate effectively in your university courses and in the modern world. The Academic Writing and Mathematics requirements must be attempted by the time the student has reached the 30-credit level and must be successfully completed by the time the student has reached the 60-credit level. The Professional Writing requirement may be taken only when the student has reached the 60-credit level or higher. Students must also complete the Oral Communication requirement and the Analytic Reasoning requirement. Students in the College of Education must satisfy the lower-level Fundamental Studies English and Math with the

grade of a “C-” or higher. See the current Schedule of Classes for current information on the Fundamental Studies requirements.

Holdfile/Waitlist: When the enrollment in a course reaches the course maximum, students are not allowed to register for the course. Instead, they are placed on a waitlist. If registered students drop the course, waitlisted students are added to the course roster. During the Schedule Adjustment Period, waitlisted students must check-in daily (via TESTUDO or in person). Students who do not check-in may be removed from the waitlist. Students moved from the waitlist into the course must confirm their registration on the same day they receive the course. If they do not, they may be dropped from the course. Please be aware that being on a waitlist does not guarantee enrollment in the course. Students should consider registering for alternative courses. During the registration period, the Office of Records and Registration creates two types of waitlists, one for majors and one for non-majors. As non-majors register for courses they are placed on the holdfile. When enrollment reaches the course maximum, the majors are placed on the waitlist and non-majors are still placed in the course holdfile. As majors drop the class, waitlisted majors are enrolled in the course first. When the waitlist of majors is exhausted, non-majors from the holdfile are enrolled in the course.

<https://www.registrar.umd.edu/current/registration/waitlist.html>

Incomplete Policy: Students who have received a grade of “Incomplete” in a course must successfully complete the course by the conclusion of the next semester. Students may not remove a grade of “Incomplete” by re-registering for the course. Students may not re-register for a course in which they have earned a grade of “I”. Additional details on the Incomplete Policy are available in the university catalog.

Pass/Fail Policy: Students may be allowed to take general elective coursework on a Pass/Fail basis, provided they have completed 30 credits of coursework, with a GPA of at least 2.0. Fifteen of the credits must have been completed at UMD College Park. No more than 12 credits may be taken on a P/F basis, and only one course per semester may be taken under this grading method. In addition, students may not choose this grading option when reregistering for a course. Exceptions to this policy must be approved through the Office of Student Services. Students submit an “Exception to Policy” form which is reviewed by the Director of Student Services.

Permission to Enroll: Once enrolled at UMD, students must complete a Permission to Enroll form (found in 1204 Benjamin) to take a class at another institution. The Office of Student Services approves all coursework for transfer applicability. Keep in mind that students may not take a course they are repeating off campus and that certain restrictions may apply to students who are in their last 30 credits. Students must be in good academic standing (minimum GPA of 2.0) to take courses off-campus.

Repeat Policy: Students are permitted only two attempts of any course. In addition, students can repeat no more than 18 credits. Students who need permission to retake a class for which they have already exhausted the number of attempts permitted must fill out an “Exception to Policy” form and return it to Student Services. This appeal is then forwarded to the student’s advisor for review and returned for final processing to the Office of Student Services.

Schedule Adjustment Period: During the first ten class days of the spring and fall semesters, students are able to make adjustments to their schedules. For the summer and winter sessions, please visit the Office of Extended Studies’ website for specifics.

- **Winter Session Information:**
 - <https://oes.umd.edu/current-incoming-former-umd-students/winter-session>
- **Summer Session Information:**
 - <https://oes.umd.edu/current-incoming-former-umd-students/summer-session>

Dropping a Course: The Drop Period begins after the Schedule Adjustment period ends and closes after the tenth week of the semester. During this period, a student may drop a maximum of four credits. However, if the course carries more than four credits, the student may drop the entire course, or in the case of a variable credit course, reduce the credit level by up to four credits. Drops after this period will be recorded on the student's permanent record with a notation of ‘W’ (withdrawal) and will be considered to represent a single enrollment (one of two possible) in the course. This mark will not be used in the computation of a student's cumulative grade point average. All students are encouraged to meet with an academic advisor prior to withdrawing from a

course and student athletes **MUST** meet with a College of Education advisor before dropping a course. *For more information, please refer to the sections regarding Schedule Adjustment and Withdrawing from a course. Visit registrar.umd.edu for an academic schedule of critical dates for each semester.*

Sixteen-credit Limit/Nineteen-credit limit: To ensure sufficient seat availability for all undergraduates, there is a 16-credit limit for all students during early registration. The 16-credit rule is lifted during the first week of classes, and at that time, students may register for up to 19 credits without Dean's approval. Students hoping to pre-register for more than 16 credits should submit an "Exception to Policy" form, located in Student Services. Students should summarize their reasons for taking more than 16 credits and include any supporting documentation. Any student wishing to register for more than 19 credits must also have Dean's permission, even after the first day of classes.

STAMP/Electronic Rubber Stamp (ERS): Permission stamps are required for a number of situations. For example: Mandatory advising blocks, By Permission Only (BPO) restriction overrides, Oversubscriptions, permission to pre-register for more than 16 credits, and Fundamental Studies blocks.

TESTUDO: testudo.umd.edu is the website which enables students to view personal, financial, and academic information online. By using this system students can register for courses, verify the accuracy of personal information, retrieve unofficial transcripts, view schedules, check financial aid status, examine their billing history, and apply for graduation.

Time Conflict: All students trying to register for courses that overlap are required to have Dean's approval. Students are required to bring a letter from the instructor(s) indicating that the time conflict has been resolved. Upon verification of this information, the Dean's Stamp is issued.

VENUS: Students can use the Virtual Electronic Network University Scheduler (VENUS), to help with course planning. Access is available through the Internet and is widely used by university students as a tool to create their course schedule. VENUS assembles schedules by considering all the possible combinations that can be produced with the courses that a student specifies. The student simply enters the courses they are considering, and VENUS gives schedule options using all the specified course sections. The VENUS on-line tutorial will get you started. Check out VENUS at <https://venus.umd.edu/>

"W"/Withdraw from a Class: This notation indicates that the student was enrolled in the class at the end of the Schedule Adjustment Period, but dropped it during the first ten weeks of the semester. The "W" grade is not used in the computation of a student's GPA. Students are permitted to drop one course or up to four credits per semester. A "W" is counted as an attempt at a course. Please note that UMD students cannot repeat more than 18 credits.

CAMPUS DIRECTORY

Address Changes Information Center in the Mitchell Building	Available on Testudo*
Admissions Office Ground Floor, Mitchell Building	301-314-8385
Bursar's Office 1135 Lee Building	301-405-9005
Campus Information	301-405-1000
University Career Center 3121 West Wing Hornbake Library	301-314-7225
Diploma Office 1101B Mitchell Building	301-314-8270
Financial Aid Counter, Ground Floor, Lee Building	Testudo* 301-314-9000
College of Education Office of Student Services 1204 Benjamin Building	301-405-2364
Orientation Office 1102 Cole Student Activities Building	301-314-8217
Registrar's Office 1117 Mitchell Building	Testudo* 301-314-8240
Resident Life	301-314-2100
Student Accounts 1135 Lee Building	Testudo* 301-314-9000
Transcripts - Official 1101 Mitchell Building	Testudo* 301-314-4636

*Testudo Address: testudo.umd.edu